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|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN | v. 02 |
| August 2010 |

**Subject (s): English Grade: 9th Term: 1**

**Name / Theme or Unit: Plot and Setting, Generating Research Questions, Parts of a Sentence**

**Time Frame: 4 weeks**

**Submitted by: Daniel Olsen**

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| **OVERVIEW :** Students will learn about the elements of plot and setting, and analyze “The Most Dangerous Game” and “A Christmas Memory” using this knowledge. They will also apply these concepts in their own writing with an autobiographical narrative.  Finally, they will practice generating research questions based on the article, “Can Animals Think?” | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  9.2. Distinguish between the positive and negative connotative meanings of words  9.4 Generate relevant questions about readings on issues that could lead to further research and be able to outline a plan of action you would follow  9.19 Understand how to create and find a main idea, Set a context for writing and engage the interest of the reader  9.20 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.  9.26 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.  9.27 Write biographical or autobiographical narratives or short stories using correct story elements (plot, setting, character, conflict, climax, resolution) along with descriptive details; incorporate narrative voice, complex literary devices, mood and tone when possible  9.38 Demonstrate understanding and control of the rules of Standard American English, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats  9.44 Formulate reasoned judgments and respond effectively to written and oral communication (text and media – [e.g., television, radio, film productions, and electronic media])  9.48 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them; compare to a literary work and discuss the components that are transferrable and which are unique | |
| **Essential questions:**   1. Why is a good plot essential for a story? 2. What is foreshadowing and how does it help you make predictions in a story? 3. What is setting and in what ways can it be described? 4. How does tone, mood, and atmosphere affect our experience of stories? 5. What is the difference between reading and telling a story? 6. How do you personally interact with stories? 7. What is autobiography and how do you write it? 8. What are the Parts of the Sentence, and how are they correctly used? 9. How do you decide what questions to ask when researching a topic? | **Expected language:**  plot, conflict - external and internal; exposition or basic situation; complication; climax, resolution; chronological order; flashback, flash-forward, foreshadowing, predictions, compare and contrast, setting, tone, atmosphere, mood, images, storytelling, sensory details and images, autobiography, research questions, subject, predicate, verb, complement, direct object, indirect object |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| **Plot and “The Most Dangerous Game”**  Plot impression Practice sheet  Ship Trap Island Map Assignment  Dangerous Game Plot Diagram  Plot / Dangerous Game Test  **Autobiographical Narrative**  Autobiographical Narrative assignment  6 traits rubric for marking  **Generating Research Questions**  Research question chart  **Setting and “A Christmas Memory”**  Christmas Memory Setting Worksheet  Setting Creation Group Activity  **Grammar – Parts of a Sentence**  Warm up worksheets  Parts of a Sentence Test | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| **Grammar – Parts of a Sentence**  Throughout the 4 weeks of the unit, the first 5-10 minutes of the class students will work on a worksheet relating to the parts of a sentence with help from the teacher and each other. The worksheet will be projected on the board, and will also be available on the wiki, for those students who want to download and print them ahead of time. The teacher will share the correct answers each day. At the end of the week, the students will hand in their completed sheets for a mark.  A test on the Parts of the Sentence will be given at the end of the unit.  **Plot and “The Most Dangerous Game”**  Students will view and take notes from a power point on plot . They will then complete a worksheet with some sample story words and make a prediction about how the plot of the story will pan out.    After previewing the vocabulary words for “The Most Dangerous Game,” (in textbook) they will view the introduction power point on the story and discuss predictions about what will happen in the story.  During reading, the students will take turns reading and receive feedback on fluency and pronunciation. Difficult parts will be repeated to gain better fluency by listening to the recording first, and having the students repeat afterwards individually or in chorus.  After reading the story, the students will complete a worksheet about the plot of the story, identifying all the major parts of the plot . The students will then complete a map assignment, where they will draw an accurate diagram of the island, labeled with quotations. This will force them to reread parts of the story and review key events in the plot.  Finally, they will write a test on their comprehension of the story and knowledge of plot. After the test, if time. They will watch the film version (DVD is available) and have a class discussion about the similarities and differences. Students can discuss how changes were made and explore how genre affects artistic decisions.  **Autobiographical Narrative**  Students will view a power point on writing an Autobiographical Narrative . While viewing it, they will take notes on their own experience and gather information for their writing. The notes taken in class will be handed in with the completed work. A class will be given to writing the draft, and another for editing using the grammar concepts studied so far, and finishing a final copy.  **Generating Research Questions**  Students will view the power point on the article “Can Animals Think?” (in textbook) and read the article as a class. Afterwards they will complete the worksheet creating research questions of their own .  **Setting and “A Christmas Memory”**  Students will view the power point on Setting and Mood and do a group Setting activity where they will be randomly assigned a setting and as a group they will brainstorm a list of descriptive sensory words. After discussing and evaluating the positive and negative connotations carried by each of the words, they will individually draw a picture that shows the setting and conveys a particular mood.  Students will view the introduction power point on the story “A Christmas Memory” (in textbook). Next, the students will listen to and sing along with “Big Rock Candy Mountain,” a song from the same period that shares a similar theme. Students will read the story aloud and pause for discussion of key passages relating to creation of Setting and Mood. Afterwards, they will finish a worksheet highlighting the key elements of the story’s setting and its effects on the reader. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Holt Supplementary power points  **Holt Language and Literature Text:** “A Christmas Memory,” “The Most Dangerous Game.” “Can Animals Think?”  Grammar worksheets  MP3 and lyrics: “Big Rock Candy Mountain,”  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_%100\_\_\_

REFLECTIONS: Teachers reflections on ways in which the unit might be improved, polished or enhanced. Student perspectives might be included.

The students responded very well to the material, showed interest and demonstrated a good grasp of the concepts on the assessments. Students did not show very much initiative with independent reading. A large number of students who missed stories read in class copied assignments related to the story from friends instead of reading the story itself. Students showed enthusiasm for the readings in class, but not out of class.